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ABSTRACT

This working paper is the culmination of a number of meetings of the Task Force on the Community College with people in community colleges and their communities, as well as with people in noncollege communities, to obtain views regarding the nature of community colleges and the functions that they should perform in British Columbia. Special areas of concern were the following: New college and college facilities development; college role in media/communications; continuing education; community education and development; student services; extracurricular activities; admissions policy; fee structure; worker study leave; professional development; college hiring policy; and bargaining relationships. Recommendations of the task force are made as to regions, finance, governance--council and internal--college/department of education relations, and college/university relations. Appendixes provide: a Map and Table of Present and Proposed College Regions and Lists of School Districts; Sites for May Hearings; Information Regarding Presentation of Briefs and Statements; and List of Those Who Were Contacted by or Contacted the Task Force. (DB)

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TOWARDS THE LEARNING COMMUNITY

WORKING PAPER ON THE COMMUNITY COLLEGE IN BRITISH COLUMBIA

Prepared as a Basis for Public Discussion
by the
Task Force on the Community College

March, 1974

Department of Education

JC 740 213

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RECOMMENDATION HIGHLIGHTS

(for a full list of recommendations
see pages 24-32)

NEW ROLES

Colleges as regional educational resource centres in media-communications, evaluation, community education and development, counselling, and continuing education - colleges assume either total or joint adult education responsibility dependent on School Board decision.

NEW PROGRAMME THRUSTS

Major commitment to community education and development - continuing education to gain full Provincial financial support.

REGIONS

Establish as many as fifteen college areas - priority to unserved rural regions. Initial community involvement in development of new college regions. Consider division of several Lower Mainland college areas.

GOVERNANCE

Council representative of a region appointed from the community - student, instructor, and support staff membership.

FINANCE

100% Provincial financing of operating costs - nominal student fees but no local contribution. Establish a grant formula for Regional Continuing Education Councils.

STUDENT ASSISTANCE

Free education up to and including grade 12 at any time of life. Worker study-leave scheme. Increased Provincial student aid on basis of need. Increased aid for part-time students. Child care centre development. Mixed student-community housing policy.

COLLEGE - DEPARTMENT OF EDUCATION RELATIONS

Direct relations with an expanded Department of Education.

COLLEGE - UNIVERSITY RELATIONS

Creation of Department advisory committees to promote such matters as student transfer, co-ordination of continuing education, and correspondence education.

A. TASK FORCE ON THE COMMUNITY COLLEGE

TERMS OF REFERENCE

To recommend changes in legislation leading to the creation of a Community College Act.

To examine existing college-government relationships and to recommend any needed changes.

To prepare a statement on the role of community colleges in British Columbia.

To recommend a form of governance which is representative of a region and which reflects a balanced regional and provincial concern.

To recommend the steps by which college services can be extended to all areas of the province.

In addition, the Task Force will examine the problems of college financing and college-university relations.

B. TASK FORCE MEMBERSHIP

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C. THE PUBLIC PROCESS

In November of 1973, the Minister of Education authorized the creation of a Task Force on the Community College to operate within established terms of reference. The Minister asked the Task Force to interpret these terms broadly and to develop a process which would provide an opportunity for all interested citizens to contribute to its efforts.

The Task Force agreed upon a process which would enable people in the community colleges and their communities to assist in the development of a working paper and later to participate in a series of public hearings based on the working paper. The first opportunity for public participation occurred in a two-week period in January when members visited all colleges and several non-college communities. Colleges were requested to establish meetings with all elements of the community college: councillors, administrators, instructors, support staff and students. The meetings were generally of an informal nature and provided an opportunity for the expression of the chief concerns of each group. The members also visited a number of non-college communities to gain a greater understanding of the problems of extending educational opportunities. In all, some two thousand individuals in over seventy-five meetings expressed their ideas to the Task Force.

In early February, Task Force members visited five Canadian Provinces: Alberta, Saskatchewan, Manitoba, Ontario and Quebec, to discuss with Department of Education officials and groups within a number of community colleges the development and operation of their respective college systems.

Later in February the Task Force welcomed the presentation of eighteen Provincial interest groups. In addition, over the last three months the Task Force has met with senior officials of the British Columbia Departments of Education and Labour as well as specialists from several universities in British Columbia and elsewhere in Canada. A number of individuals involved in experimental education projects also met with the Task Force.

Many individuals and groups have therefore had an opportunity to make initial input into the development of the working paper. Another opportunity for participation in the process of developing new directions for community colleges will occur in May. Public hearings will be held throughout the Province (see Appendix B) to gain community reaction to the Task Force working paper. Presentations may then be made orally, by written brief, or audio or video tape (½"). It is hoped that the Task Force will be able to submit its final report to the Minister by the end of June, 1974.

I

PREVIOUS DEVELOPMENT

The assignment of the Task Force on the Community College was clearly a complex and difficult one. It soon became evident that several important factors related to the operation of the Department of Education in the past ten years made the work more difficult. In a number of major areas affecting all aspects of education policy, there has been a lack of direction at the Provincial level. For example, a lack of commitment to research and evaluation not only at the Department but also at the field level meant that a good deal of basic information in such matters as educational communications was initially unavailable. In addition, the previous absence of communication and co-operation between the Department of Education and other government agencies such as the Library Development Commission has created a situation where, for example, the library needs of both the public and school systems have not been met.

Lack of policy and leadership in the Department of Education characterized the developmental stage of community colleges in British Columbia. There has never been adequate capacity in the Department to guide and support college growth in terms of sound planning and harmonious relations. One specific example, the far-reaching decision announced in 1971 to unite vocational schools with colleges, was made without consultation with the public or with those directly involved in the institutions concerned. The resultant fear and misunderstanding makes the task of developing a comprehensive college system in the Province even more difficult.

It is after a decade of policy drift and in the midst of misunderstanding and tension that the Task Force began its work. The Task Force considers that the public process in which it is now engaged affords an opportunity to develop a new spirit of co-operation and sense of direction.

II

NATURE AND FUNCTIONS OF COMMUNITY COLLEGES IN BRITISH COLUMBIA

Community colleges in British Columbia have grown rapidly over the last decade despite many handicaps and problems. The work of the Task Force is to recommend future directions, not merely to assess the past and present successes and failures of colleges. Members of the Task Force share the conviction that a community college system for British Columbia must be developed to meet the special needs and conditions of the Province. To that end, this section of the working paper outlines the views of the Task Force regarding the nature of community colleges and the functions that they should perform.

Nature of Community Colleges

Learning is a natural and necessary condition of humanity that should not and cannot be confined to formal educational institutions. It is a life-long process which occurs in the real-life situations of the community as well as in educational facilities. A fundamental purpose of a community college, therefore, is to *provide learning opportunities and encourage learning throughout the wider community as well as within college walls.*

Changing economic conditions and related changes in occupational and social roles, together with an increasing preference for informal learning, have resulted in an increased demand for educational services which respond to new life patterns and learning styles. More people will be moving between employment and study roles, and those who desire to enter or return to the labour force require relevant learning experiences. Community colleges should therefore be designed to *meet an increasing demand for recurrent education for part-time as well as full-time students.*

Participation in the educational programmes of a community college is a voluntary activity for those who have left the school system. For participants, colleges should be viewed as an alternative to the university or technological institute rather than an institutional form that is imposed between the school system and the university. Thus, colleges should no more defer to the universities than schools should defer to the colleges. *Each type of educational institution should provide different and distinct learning experiences, with none viewed as better or worse, higher or lower, than the other.* Each type of institution should simply provide a true alternative.

Community colleges are comprehensive institutions providing a variety of types of programmes servicing Provincial as well as local community needs. At the Provincial level, programmes that are expensive to operate because of a small demand or high instructional cost may be offered at one or at a limited number of colleges. At the local level, programmes may be developed

to meet specific community needs. In addition to offering programmes located within college walls, *much more should be done by Provincial and college authorities to extend educational opportunities into the community through the use of mobile facilities, existing buildings and media-resources.*

Buildings, campuses, credentials, and all the other paraphernalia of education should serve as means of promoting learning and not ends in themselves. Thus, the wider community is the potential campus, student body, resource centre and laboratory for the community college. *Educational programmes should be developed to meet the needs of community residents, not of buildings or educators.*

Learning should be a co-operative undertaking between instructor and student, and while the former through experience, study and research is placed in a position of leadership, his role should be understood as complementary to that of the student. The learning enterprise is, therefore, a shared experience, and the roles of instructor and student merge. To that end, *community colleges should encourage and foster a wide variety of learning styles and instructional methods* so that the traditional and, we believe, out-moded master-pupil concept of learning may be replaced by a more co-operative, more democratic approach as teachers become learners and learners, teachers.

The principles of openness and democracy which are claimed by educators should be practiced in the governance and operation of community colleges as well as in the learning experiences they provide. *Those who are affected by decisions made by the college should have an opportunity to participate in the making of those decisions.* While these principles may be manifested in different ways in different colleges, it is expected that the governance and operation of every college will reflect the concerns of all elements within the college and its wider community.

Community colleges must be highly responsive to community needs for learning. Therefore, they must have the capacity to assist people in identifying, assessing, and meeting individual and community learning needs through the use of local as well as regional and Provincial resources.

Community colleges clearly represent an attempt to decentralize educational resources and equalize learning opportunities throughout the Province. Educational opportunities currently are unequally distributed, with people in rural and remote coastal areas, people on low incomes, and people of Indian ancestry being at a disadvantage compared with other groups in British Columbia. A high priority in future college development should be a concern for *meeting the educational needs of those who are geographically or socio-economically disadvantaged.*

Functions

Community colleges in British Columbia have developed relatively independently from each other, so there is no great consistency among them in

terms of programmes offered and functions performed within the community. Some of the functions identified here are currently performed to varying extent by each college, while others will be new to most colleges. It is the intent of the Task Force that every college perform all functions to varying degrees.

Career, vocational and technical programmes should be designed to prepare people for the labour force or to improve their skills related to their present employment. These programmes should be developed in close co-operation with the British Columbia Department of Labour, other departments of the Provincial government, the labour movement and potential employers of programme graduates.

University and technological institute transfer programmes should be offered at the first and second year level.

Upgrading programmes should be offered so that people can develop the basic knowledge, skills and attitudes for self-improvement, employment, or entry into other college programmes.

Colleges should engage in *community education and development* to assist their communities in identifying and assessing their needs. The colleges, by participating actively in the community, would assist individuals and organizations in promoting a greater sense of community and developing community resources.

Adult and continuing education programmes should be offered to meet a host of community learning needs. Some programmes will be an extension of the regular college programmes while others will be based upon learning needs identified through the community education and development programmes or by community based groups. Colleges should also co-ordinate and facilitate other adult education activities in their communities and serve as information clearinghouses for adult education programmes conducted by community organizations.

Colleges should provide a *media-communications function* for the public educational institutions within their communities. Co-ordination would avoid the costly duplication of media resources but would allow public educational institutions to have ready access to required materials.

The colleges should perform an *evaluation function* so that all components of the community educational system will be used effectively. Evaluation activities would determine the effectiveness of college programmes and specific evaluation projects would be undertaken at the request of school boards and other agencies engaged in adult and continuing education.

The college should provide *counselling and information services* to make known to community residents the range of educational opportunities available to them, and to assist them in selecting the programmes most appropriate to their needs.

III

RECOMMENDATIONS

A. Regions

Experience in the college systems of other Provinces using 100% Provincial funding and innovative approaches to programme delivery shows that the traditional tax and poulation base is no longer necessary for establishing college regions. With the possibility of 100% funding in British Columbia, the future development of its colleges can now be based on the principle of more equitable treatment of all citizens and on criteria which make educational sense. All citizens of the Province are entitled to services of a college. Therefore, the Task Force recommends:

THAT EVERY AREA OF THE PROVINCE BE INCLUDED IN A COLLEGE REGION.

Each college region would provide a basis for representation on college councils.

The Task Force recommends:

THAT BRITISH COLUMBIA'S COLLEGES SERVE AS REGIONAL EDUCATIONAL RESOURCE CENTRES IN REGARD TO COUNSELLING, MEDIA-COMMUNICATIONS, EVALUATION, COMMUNITY EDUCATION AND DEVELOPMENT, AND CONTINUING EDUCATION.

A college fulfilling these functions would be serving the school system as well as the post-secondary education needs of the region. To allocate regions for service to the school system and to define responsibility for continuing education in a region, boundaries should be set. Further, in order that any college council may be representative of a region, a boundary is necessary. After having assessed a number of existing governmental boundaries, the Task Force recommends:

THAT COMMUNITY COLLEGE BOUNDARIES BE BASED ON SCHOOL DISTRICT BOUNDARIES.

It must be emphasized, however, that the community college system is a Provincial system which should serve all residents of British Columbia and encourage the free flow of students to any college that offers programmes relevant to their needs. In some programme areas, such as the vocational-technical career field, colleges play a strong Provincial role in meeting the needs of Province-wide industry when offering specialized programmes for students from throughout the Province.

It is the clear intent of the government, as indicated by the Task Force's Terms of Reference, that all regions of the Province should receive college services. To this end, a new college is now developing in the Upper Fraser Valley. The Task Force recommends:

THAT THERE BE AT LEAST THREE AREAS OF NEW COLLEGE DEVELOPMENT: THE EAST KOOTENAY, THE NORTHWESTERN REGION AND THE NORTHEASTERN REGION (SEE CHAPTER IV - COLLEGE DEVELOPMENT)

The Task Force is concerned about the development of large colleges in densely populated areas which face very real problems of administration and communication as they grow even larger. As their college populations grow beyond those even of neighbouring universities, concern has been expressed about the possible loss of student identity in the larger educational institution. For this reason, the Task Force expresses its concern about the future growth in two college regions of the Lower Mainland. The Task Force, therefore, recommends:

THAT SERIOUS CONSIDERATION BE GIVEN TO THE DEVELOPMENT OF A NEW COLLEGE FOR THE BURGEONING POPULATION OF THE RICHMOND-DELTA AREA. CONSIDERATION MUST ALSO BE GIVEN TO DEVELOPING SMALLER AND ADMINISTRATIVELY SIMPLER COLLEGE STRUCTURES TO SERVE THE PEOPLE OF VANCOUVER.

B. Finance

All other community college systems in Canada have 100% Provincial financing for both capital and operating costs. Most have an associated nominal fee structure. Presently the Government of British Columbia pays 100% of capital costs and from 60 to 100% of university transfer and vocational-technical programme costs. Costs of many continuing education programmes are not recognized by the Provincial treasury at this time. High school completion courses, college prep courses, basic training for skill development courses and English language courses are presently available, but with varying fee structures. The Task Force recommends:

THAT 100% FUNDING BY THE PROVINCIAL TREASURY OF CAPITAL COSTS BE CONTINUED.

THAT A NOMINAL AND PROVINCIALLY UNIFORM STUDENT FEE STRUCTURE BE ESTABLISHED (EXCEPTION: ITEMS IN RECOMMENDATION FOLLOWING).

THAT THE BALANCE OF OPERATING COSTS BE FUNDED BY THE PROVINCIAL TREASURY.

As first steps in making the concept of life-long learning financially practical, the Task Force recommends:

THAT ALL EDUCATION, UP TO AND INCLUDING GRADE 12, BE FREE TO BRITISH COLUMBIA RESIDENTS. SUCH A POLICY WOULD MEAN THAT THE COST OF ALL COLLEGE PREPARATION COURSES AND OTHER UPGRADING PROGRAMMES, PRESENTLY WITH FEES, WOULD BECOME TUITION-FREE.

THAT THE PROVINCIAL GOVERNMENT CONTINUE TO PRESS THE FEDERAL GOVERNMENT TO INCREASE ITS CONTRIBUTION TO SUCH PROGRAMMES AS ENGLISH LANGUAGE TRAINING TO MAKE THEM TUITION-FREE.

THAT ALL CITIZENS 65 YEARS OF AGE AND OLDER AND ALL THOSE WHO QUALIFY FOR MINCOME MAY ENROL IN ANY COLLEGE PROGRAMME TUITION-FREE.

The objective should be that any resident of British Columbia be able to receive free tuition for programmes up to and including Grade 12 from any public education institution in British Columbia at any stage of his or her life.

Budgeting

During its college visits and meetings the Task Force received suggestions for improving the present college budgetary process. The Task Force recommends:

THAT THE PERIOD OF TIME BETWEEN INITIATION OF THE ANNUAL BUDGET TO FINAL APPROVAL BE KEPT TO A MINIMUM AND NO LONGER THAN SIX MONTHS.

THAT THE APPROVAL OF BUDGETS BE NO LATER THAN FEBRUARY 15th FOR THE ENSUING FISCAL YEAR.

THAT THE FINANCE DIVISION OF THE DEPARTMENT OF EDUCATION BE STAFFED TO PROVIDE A MORE ADEQUATE EXAMINATION OF PROVISIONAL BUDGETS BEFORE RETURNING THEM TO COLLEGES FOR REVIEW.

THAT THE PREVIOUS YEAR'S BUDGET BE USED ONLY FOR COMPARISON OF COURSES BEING MAINTAINED, BUT THAT NEW COURSES OR PROGRAMMES BE CONSIDERED ADDITIONS TO COLLEGE OFFERINGS AND SO SUPPORTED BY ADDITIONAL BUDGETARY COMMITMENTS.

THAT THE BUDGETARY PROCESS BE SUFFICIENTLY FLEXIBLE TO ALLOW FOR DRASTIC CHANGES IN ENROLLMENT PATTERNS.

Officials in several British Columbia colleges cited the need for introducing more effective budgetary systems in the future and recommended forms of programme budgeting in operation in several other college systems. The Task Force was impressed with programme budgetary methods being developed in several prairie Provinces and recommends:

THAT THE DEPARTMENT OF EDUCATION INVESTIGATE THE FEASIBILITY OF INTRODUCING AN APPROPRIATE PROGRAMME BUDGETING SYSTEM FOR THE COLLEGES.

The Task Force recognizes the special needs of Continuing Education and Community Education and Development programmes and will deal with their financial implications under Special Areas of Concern (Chapter IV).

C. Governance - Council and Internal

Presently, school trustees compose, in most cases, the majority of council membership. These trustees, already bearing the heavy responsibility of developing local policy regarding the elemntary and secondary school systems, are frequently unable to give their full energies to college council work. In the early stages of college development there were practical, legal,

and financial reasons for school trustee membership on councils. These reasons, however, would disappear with the possibility of 100% Provincial funding. The greatly expanded responsiblities of council members make it imperative that their priorities should be the development and growth of the college.

The ultimate responsibility for the operation of a college rests with the College Council. In order to fulfill this responsibility the Task Force recommends:

THAT COLLEGES BE GRANTED CORPORATE STATUS;

and further,

THAT THE COUNCIL BE RESPONSIBLE FOR DETERMINING POLICIES IN THE FOLLOWING AREAS:

PROVISION AND MAINTENANCE OF PHYSICAL FACILITIES.

APPOINTMENT OF AND NEGOTIATION WITH INSTRUCTIONAL AND OTHER STAFF.

ORGANIZATION, ADMINISTRATION, AND OPERATION OF INSTRUCTIONAL PROGRAMMES.

PREPARATION OF BUDGETS AND ADMINISTRATION OF FINANCES.

ALL OTHER MATTERS NECESSARY FOR THE BENEFIT AND ADVANCEMENT OF THE COLLEGE.

The Task Force recommends:

THAT WHERE CONDITIONS SO WARRANT THE LIEUTENANT-GOVERNOR-IN-COUNCIL DIRECT A PERSON WHOM HE APPOINTS TO MAKE AN INQUIRY INTO ANY MATTER RELATED TO THE ADMINISTRATION OR OPERATION OF A COLLEGE.

The experience of college development in Alberta is instructive. There, at the initial stages, school trustees participated on college councils. As the college system matured, however, trustees were replaced by councillors appointed by the Lieutenat-Governor-in-Council. Similarly, colleges in Saskatchewan and Ontario have successfully followed the appointment approach in order to create councils representative of a region.

The Task Force is convinced that the creation of a college council, representative of a region, with the knowledge necessary to ensure proper development of policy and management of the college is essential. The composition of a college council should reflect the philosophy of a comprehensive community college. Since this type of college is to serve the total community, the majority of council members should come from that wider community. Equally important, however, is the representation from elements of the internal college community: students, instructors and support staff. Serious communication and personnel problems have arisen in a number of colleges because of lack of internal college community representation on councils.

The Task Force recommends:

THAT A COUNCIL OF FIFTEEN MEMBERS, TWO-THIRDS OF WHOM REPRESENT THE WIDER COMMUNITY AND THE BALANCE REPRESENTING THE INTERNAL COLLEGE COMMUNITY, BE ESTABLISHED. OF THE FIVE REPRESENTING THE INTERNAL COLLEGE COMMUNITY, THE COMPOSITION SHOULD BE AS FOLLOWS:

TWO REPRESENTING STUDENTS, ELECTED BY ALL STUDENTS.

TWO REPRESENTING INSTRUCTORS, ELECTED BY ALL INSTRUCTOPS.

ONE REPRESENTING SUPPORT STAFF, ELECTED BY ALL SUPPORT STAFF.

FIVE APPOINTED BY THE LIEUTENANT-GOVERNOR-IN-COUNCIL, UPON THE RECOMMENDATION OF COMMUNITY-BASED GROUPS, SUCH AS SCHOOL BOARDS, LABOUR, BUSINESS, SERVICE ORGANIZATIONS, AND COMMUNITY RESOURCE BOARDS.

FIVE APPOINTED BY THE LIEUTENANT-GOVERNOR-IN-COUNCIL TO ENSURE THAT THE COUNCIL IS REPRESENTATIVE OF SOCIO-ECONOMIC ELEMENTS AND GEOGRAPHIC AREAS WITHIN A REGION.

The Task Force further recommends:

THAT, AT THE DISCRETION OF THE MINISTER, SMALLER COLLEGES HAVE A COUNCIL COMPOSED OF NINE PEOPLE OF WHICH THREE WOULD COME FROM THE COLLEGE COMMUNITY, THAT IS, ONE STUDENT, ONE INSTRUCTOR AND ONE SUPPORT STAFF; THREE APPOINTED BY THE LIEUTENANT-GOVERNOR-IN-COUNCIL UPON THE RECOMMENDATION OF COMMUNITY-BASED GROUPS; AND THREE APPOINTED BY THE LIEUTENANT-GOVERNOR-IN-COUNCIL TO ENSURE THAT THE COUNCIL IS REPRESENTATIVE OF SOCIO-ECONOMIC ELEMENTS AND GEOGRAPHIC AREAS WITHIN A REGION.

Representatives of the internal college community should be elected for a one year term. Any internal vacancies should be filled within one month. Those appointed should serve for two years, renewable twice for a maximum of six years. Initially, appointments should be varied in term. In this way there will be an assurance of continuity on the councils. The Task Force recommends:

THAT APPOINTMENTS BE MADE EFFECTIVE APRIL 1ST TO AVOID CHANGES IN COUNCIL DURING THE BUDGET PREPARATION PERIOD.

The Task Force further recommends:

THAT A QUORUM REQUIRE A MAJORITY OF REPRESENTATIVES FROM THE WIDER COMMUNITY.

If people from all walks of life are to serve on college councils, they must be adequately compensated for any loss of time. Thus, the Task Force

recommends:

THAT AN HONORARIUM OF $50 PER MEETING, PLUS EXPENSES, BE PAID WITH A MAXIMUM ANNUAL HONORARIUM NOT TO EXCEED $2,000.

It is apparent that some college councillors are unaware of their responsibilities and role. With their greatly increased responsibilities there should be initial and in-service training for college council members.

The Task Force recommends:

THAT EVERY COLLEGE COUNCIL ESTABLISH STANDING COMMITTEES ON FINANCE, PERSONNEL, AND PROGRAMME DEVELOPMENT;

and further,

THAT STANDING COMMITTEES ON CONTINUING EDUCATION, MEDIA-COMMUNICATIONS, EVALUATION, COUNSELLING, AND COMMUNITY EDUCATION AND DEVELOPMENT BE ESTABLISHED AND EXPANDED TO ACT AS REGIONAL COUNCILS, BY INCLUDING MEMBERSHIP FROM THEIR RELATED GROUPS. THE SENIOR COLLEGE OFFICIAL RESPONSIBLE IN EACH PROGRAMME AREA WOULD ACT AS THAT REGIONAL COUNCIL'S EXECUTIVE SECRETARY. THE CHAIRMAN WOULD BE CHOSEN BY PARTICIPATING MEMBERS.

The Task Force recommends:

THAT EACH COLLEGE HAVE A CHIEF EXECUTIVE OFFICER TO ADVISE THE COUNCIL ON ALL MATTERS PERTAINING TO THE OPERATION OF THE COLLEGE, GENERALLY SUPERVISE THE INSTRUCTIONAL, ADMINISTRATIVE, AND OTHER STAFF, AND PERFORM OTHER ASSOCIATED DUTIES ASSIGNED BY THE COUNCIL.

The Task Force recommends:

THAT EACH COLLEGE HAVE A BURSAR WHO WILL KEEP THE ACCOUNTS OF THE COLLEGE, SERVE AS SECRETARY TO THE COLLEGE COUNCIL, AND PERFORM OTHER ASSOCIATED DUTIES ASSIGNED BY THE COUNCIL.

The Task Force further recommends:

THAT BECAUSE OF THE UNIQUE POSITION AND RESPONSIBILITIES OF THE CHIEF ADMINISTRATIVE OFFICER OF VOCATIONAL AND TRADES TRAINING WITHIN A COLLEGE, THE APPOINTMENT OF THIS OFFICER BE MADE IN CONSULTATION WITH THE DEPARTMENTS OF LABOUR AND EDUCATION.

Both of these Departments would have consulted their advisory committees (business, industry and labour) and should be fully satisfied as to the abilities of this officer. Senior administrative appointments should not be given solely to those with backgrounds in an academic field. Appointments to such positions should reflect the comprehensive nature of the community college.

Internal Governance

Colleges within British Columbia differ greatly in their present structures, programmes, and personnel. Therefore, the Task Force hesitates to recommend a standard form of internal governance. However, in keeping with the principle that "those who are affected by the decisions made by the college should have an opportunity to participate in the making of those decisions" the Task Force recommends:

THAT THE COLLEGE COUNCILS BE CHARGED WITH THE RESPONSIBILITY OF ESTABLISHING A DEMOCRATIC SYSTEM OF INTERNAL GOVERNANCE ENSURING EFFECTIVE INVOLVEMENT BY ALL ELEMENTS OF THE INTERNAL COLLEGE COMMUNITY IN THE DECISION-MAKING PROCESS.

While the College Council is the authority in all matters affecting the college, this internal governance system shall have the right to make recommendations to the College Council about any matter affecting the welfare and functioning of the college including:

- organization and development of instruction
- continuing review of the college curriculum
- instructional and administrative staff appointments
- college facilities
- student services
- allocation of budget
- ensuring that practices are in accordance with the provisions of any Provincial human rights legislation.

D. College-Department Relations

In developing a Provincial college system which meets Provincial as well as local community needs, a Department of Education with the competence and capacity to respond to college needs is essential. The Department's role is essentially one of establishing policy for the pattern of total educational development and providing appropriate support to enable it to occur.

To allocate resources to colleges the creation of an interbody between the colleges and the Department of Education has been considered. There appears to be little support in most college areas for this idea. Rather, the majority have sought a direct relationship between the colleges and the Department of Education. The Task Force concurs with this point of view and it recommends:

THAT THE FIRST PRIORITY OF THE DEPARTMENT OF EDUCATION SHOULD BE TO STRENGTHEN ITS CAPACITY SO THAT IT MAY RESPOND MORE EFFECTIVELY TO PROVINCIAL AND LOCAL COLLEGE NEEDS.

The creation of an interbody at this time, with the Department of Education unable to respond to its demands, would simply create a period of delay and frustration which the Task Force considers unacceptable.

The Task Force recommends:

THAT THE DEPARTMENT OF EDUCATION ESTABLISH AN ADVISORY COMMITTEE ON COLLEGES WHICH MIGHT BE COMPOSED OF REPRESENTATIVES FROM THE COLLEGE COMMUNITY. A STANDING SUB-COMMITTEE OF THIS ADVISORY COMMITTEE WOULD DEAL WITH COLLEGE-UNIVERSITY ARTICULATION, AND THE CHAIRMAN OF THAT SUB-COMMITTEE SHOULD BECOME A MEMBER OF ANY UNIVERSITY INTERBODY.

The Task Force supports the decision of the Departments of Education and Labour to co-operate in the development of a Provincial manpower policy. It agrees with the statement in the brief of the British Columbia Construction Association which states it would "visualize a structure involving close integration of the research activities of the Department of Labour; a supervisory role of the Department of Education; an advisory role of the industry; and the instructional expertise of the college faculty." The mechanism by which local and regional needs are identified and by which both departments operate is critical. The request by the two departments in December, 1973, for college participation in developing this mechanism should result in positive and co-operative working relationships in this vital area. The Task Force shares the concern expressed by those engaged in business, industry and labour regarding the need for more trained manpower and, therefore, recommends:

THAT THE DEVELOPMENT OF CAREER, VOCATIONAL AND TECHNICAL PROGRAMMES BE ACCELERATED TO PROVIDE GREATER OPPORTUNITY FOR TRAINING TO MEET THE DIVERSE NEEDS OF BRITISH COLUMBIA.

E. College-University Relations

In the early development of colleges the Provincial Academic Board served as an advisory and accrediting agency. One of its responsibilities was to coordinate university-college programme development. Through its articualtion committees it brought together discipline representatives of colleges and universities in order to gain agreement on acceptable transfer arrangements. Over the past decade, fairly satisfactory transfer arrangements have developed. However, with the increased emphasis on technical-vocational and community continuing education programmes the Task Force recommends:

THAT A STANDING SUB-COMMITTEE OF THE ADVISORY COMMITTEE ON COLLEGES BE ESTABLISHED BY THE DEPARTMENT OF EDUCATION TO DEAL WITH COLLEGE TRANSFER PROGRAMMES AND THE FACILITATION OF UNIVERSITY OFF-CAMPUS CREDIT AND NON-CREDIT PROGRAMMES.

The university should be encouraged to offer off-campus credit programmes beyond the first two years. Colleges in most regions have now developed a capacity to offer both credit and non-credit first and second year programmes equivalent to those of any university. What colleges cannot and must not do is offer third and fourth year credit programmes and graduate studies. Rather, the Task Force recommends:

THAT COLLEGES PLAY A FACILITATING ROLE BY ASSISTING IN THE ACQUISITION OF FACILITIES AND PROVISION OF PUBLICITY FOR THOSE UNIVERSITY PROGRAMMES WHICH THE COLLEGES HAVE NO RESPONSIBILITY TO OFFER.

The Task Force further recommends:

THAT COLLEGES SERVE AS REGIONAL RESOURCE AND TUTORIAL CENTRES FOR THOSE ENGAGED IN CORRESPONDENCE COURSES AND OTHER INDEPENDENT STUDY PROGRAMMES OFFERED BY OTHER PUBLIC POST-SECONDARY INSTITUTIONS IN BRITISH COLUMBIA.

IV

SPECIAL AREAS OF CONCERN

A. New College Development

In addition to the Upper Fraser Valley, there are three regions of British Columbia that are presently not well served by the existing college system: the northwestern portion centering around Kitimat, Prince Rupert and Terrace, and including the Queen Charlotte Islands; the northeastern area with centres such as Chetwynd, Dawson Creek, Fort Nelson and Fort St. John; and the East Kootenay region with such centres as Cranbrook, Creston, Fernie, Golden and Kimberley.

An interim report, commissioned by the British Columbia and Alberta governments to assess the possibility of inter-provincial educational co-operation in northeastern British Columbia, was reviewed by the Task Force. While such co-operation is to be encouraged, it would appear that a college located in British Columbia could better serve the needs of the area as a whole through the use of varied delivery systems. Moreover, under the Federated Colleges of the Peace proposal, it is not likely that all areas of northeastern British Columbia would be served adequately. Discussions with residents in the area indicated that the concept of the Federated Colleges was not widely accepted as the best solution to the educational needs of the people of northeastern British Columbia. The Task Force recommends:

> THAT A NEW COLLEGE BE DEVELOPED IN THE NORTHEASTERN REGION OF BRITISH COLUMBIA.

Such a college could use the existing vocational facilities in Dawson Creek as a core facility with educational services in other major centres. Although it is recognized that Dawson Creek may not be the best possible location geographically for core facilities, existing facilities should be fully utilized.

Members of the Task Force found considerable interest for the development of a college to serve the needs of the northwestern area. At present, the Terrace Vocational School facilities are under-utilized. The Task Force recommends:

> THAT A NEW COLLEGE BE DEVELOPED IN THE NORTHWESTERN REGION OF BRITISH COLUMBIA.

The northwestern college could use the Terrace Vocational School as a core facility with educational services in other major centres.

Special problems will be encountered in providing college service to the Queen Charlotte Islands and the Smithers area, and the latter would be able to choose affiliation with either the northwestern college or the College of New Caledonia. It is suggested that community education workers be located in these areas.

The Task Force studied the Report of the Royal Commission on Post-Secondary Education in the Kootenay Region. That Commission recommended the establishment of a four year institute. The Task Force concluded that this would be a dangerous and costly precedent for college development in British Columbia. The Task Force recommends, in line with community college philosophy and development:

THAT A COMMUNITY COLLEGE BE DEVELOPED IN THE EAST KOOTENAY.

The Task Force further recommends:

THAT SELKIRK COLLEGE BE MAINTAINED AS A COMPREHENSIVE COMMUNITY COLLEGE.

These two recommendations would ensure a more efficient and community-oriented educational enterprise than an economically marginal and academically-oriented Kootenay Institute of Post-Secondary Studies as envisaged by the Royal Commission.

Because a number of the Task Force's recommendations are of a major nature and involve significant legislative, legal and fiscal changes, it would be unrealistic to expect these new colleges mentioned above to come into operation before the spring of 1975. The Task Force recommends:

THAT THE DEPARTMENT OF EDUCATION HIRE COLLEGE DEVELOPERS TO ASSIST THE PEOPLE IN THE NORTHEASTERN, NORTHWESTERN, AND EAST KOOTENAY REGIONS IN ESTABLISHING COLLEGE ADVISORY COMMITTEES, WITH ASSOCIATED LOCAL COMMITTEES IN THE MAJOR CENTRES, TO MAKE RECOMMENDATIONS BY THE SPRING OF 1975 ABOUT SUCH MATTERS AS PROGRAMME PRIORITIES, COLLEGE STAFFING, AND COUNCIL REPRESENTATION.

Thus colleges would begin their initial operations in these three regions in the fall of 1975. In the interim, some college programmes could be obtained from adjacent colleges.

Colleges Facilities Development

The Task Force is concerned about the present emphasis being placed on core facility development. Although the Task Force recognizes the need for core facilities steps must be taken to provide services to a wider community using other delivery systems. It is unlikely that the demand for core facilities at a central campus will ever be satisfied completely. The Task Force recommends:

THAT THE COLLEGE DEVELOPMENT PROCESS PROVIDE FOR THE ESTABLISHMENT OF SATELLITE FACILITIES SIMULTANEOUSLY WITH THE GROWTH OF CORE FACILITIES TO ENSURE MORE EQUAL DISTRIBUTION OF EDUCATIONAL OPPORTUNITIES;

and further,

THAT THE DEPARTMENT OF EDUCATION ESTABLISH POLICY ON OPTIMUM COLLEGE SIZE RELATED TO THE FUNCTIONS AND PHILOSOPHY OF BRITISH COLUMBIA'S COLLEGES.

B. College Role in Media-Communications

The Task Force foresees an important role for colleges within the Provincial educational media-communications system, It, therefore, recommends:

THAT THE DEPARTMENT OF EDUCATION CO-OPERATE WITH THE PROVINCIAL DEPARTMENT OF COMMUNICATIONS IN THE DEVELOPMENT OF AN EDUCATIONAL MEDIA-COMMUNICATIONS POLICY.

At the Provincial level, the Provincial Educational Media Centre (PEMC) would be responsible for procuring high cost media materials for schools, institutes and colleges and acting as the Provincial duplication centre.

In order to ensure maximum use of high cost materials in the education system, the Task Force recommends:

THAT A CO-ORDINATING COMMITTEE OF REPRESENTATIVES FROM ALL PUBLIC EDUCATION INSTITUTIONS BE FORMED TO GAIN INITIAL AGREEMENT ON PRODUCTION AND USE OF ANY PROGRAMMES.

The Province should adopt a multi-media approach using a combination of media appropriate to the educational purposes to be served. The Task Force recommends:

THAT PROGRAMME PRIORITIES IN AREAS UNIQUE TO THE PROVINCE RELATED TO FORESTRY, FISHERY OR OTHER SPECIAL INDUSTRIES AND INDIAN CULTURE BE ESTABLISHED;

THAT SUITABLE MATERIALS WHICH CAN BE PRODUCED MORE ECONOMICALLY ELSEWHERE BE OBTAINED ELSEWHERE;

THAT THE COLLEGES HAVE CAPACITY TO PRODUCE LOWER COST PROGRAMME MATERIALS AS WELL AS PROGRAMMES CONTRACTED FOR BY SURROUNDING SCHOOL BOARDS.

It also recommends:

THAT COLLEGES MAKE GREATER USE OF FREE PUBLIC SERVICE TIME ON RADIO, TELEVISION AND CABLE-VISION SYSTEMS IN THEIR REGIONS.

Colleges will play an especially important distribution role in the media-communications system. The Task Force recommends:

THAT COLLEGES BE THE DISTRIBUTION CENTRES BY WHICH SURROUNDING SCHOOL DISTRICTS AND COMMUNITY EDUCATION ORGANIZATIONS MAY BE MORE EFFICIENTLY AND EFFECTIVELY SERVED.

The Task Force further recommends:

THAT A GOVERNMENT INTER-DEPARTMENTAL COURIER SERVICE BE DEVELOPED FOR DISTRIBUTION OF EDUCATIONAL MATERIALS SUCH AS FILM, VIDEO TAPES AND

INTER-LIBRARY LOANS AND THAT COMMUNITY COLLEGES BE THE REGIONAL DISTRIBUTION CENTRES FOR SUCH A SYSTEM.

Obtaining information related to programme offerings, counselling and other data of educational use is increasingly important. Colleges, using a variety of educational telecommunications, should serve as regional information centres. The community colleges could become the educational communication centres of their regions using telex, facsimile reproduction of computer terminals. The Task Force recommends:

THAT THE DEPARTMENT OF EDUCATION CO-OPERATE WITH THE DEPARTMENT OF COMMUNICATIONS IN DEVELOPING A PROVINCIAL TELECOMMUNICATION-COMPUTER POLICY TO MAXIMIZE USE OF COSTLY EQUIPMENT;

and further,

THAT THE FEASIBILITY OF A CITIZEN ACCESS POLICY WHEREBY EDUCATIONAL COMMUNITY GROUPS WOULD RECEIVE FREE AND REASONABLE ACCESS TO EDUCATIONAL RESOURCES BE STUDIED;

and further,

THAT THE DEPARTMENT OF EDUCATION CO-OPERATE FULLY WITH THE LIBRARY DEVELOPMENT COMMISSION TO STUDY THE POSSIBILITY OF USING PUBLIC LIBRARIES FOR CONTINUING EDUCATION PURPOSES.

C. Continuing Education

The Task Force is concerned about the present provision for continuing education services in British Columbia. The permissive nature of the Public Schools Act does very little to ensure the availability of continuing education in all areas of the Province. For too long people who live in rural or sparsely populated parts of the Province, or those who wish to participate in local or community programmes, have been inadequately served. The Task Force is also aware of the many public and private organizations working independently in the field of continuing education. In order to coordinate and integrate continuing education, the Task Force recommends:

THAT A PROVINCIAL CONTINUING EDUCATION ADVISORY COMMITTEE BE ESTABLISHED TO ADVISE THE DEPARTMENT OF EDUCATION ON THE NEEDS FOR CONTINUING EDUCATION.

This committee should be composed of representatives drawn from post-secondary institutions and the general public, appointed by the Minister upon recommendations from concerned agencies and citizens. The senior administrator from the Department of Education responsible for Continuing Education should become the Secretary of this Advisory Committee with a chairman elected annually within the group.

The Task Force advocates that community colleges become the coordinating agencies for adult and continuing education in each college region. School districts wishing to manage their own adult education programmes could do so, while others would contract with the community college for services. However, all school districts would receive their Adult Education funding through the Regional Continuing Education Council.

The Task Force recommends:

THAT EACH COLLEGE COUNCIL ESTABLISH A STANDING COMMITTEE TO SERVE AS THE REGIONAL CONTINUING EDUCATION COUNCIL.

Its membership should include at least one College Council member, an appointee of each School District, representatives from local organizations or agencies offering continuing education services and other residents of the area. The senior college continuing education director should become the executive secretary of this Council with the chairman elected annually from within the group.

In the past, continuing education has never been adequately financed. To rectify this situation, the Task Force recommends:

THAT THE INDIRECT COSTS (I.E. ALL NON-INSTRUCTIONAL COSTS) OF CONTINUING EDUCATION BE BORNE 100% BY THE PROVINCIAL TREASURY.

THAT INSTRUCTIONAL GRANTS AVAILABLE TO OTHER EDUCATIONAL PROGRAMMES WITHIN COLLEGES BE MADE AVAILABLE ON AN EQUAL BASIS TO CONTINUING EDUCATION.

THAT THE AVERAGE CLASS SIZE QUALIFYING FOR CONTINUING EDUCATION INSTRUCTIONAL GRANTS BE BASED ON REALISTIC ASSESSMENT OF THE POPULATION OF THE AREA SERVED.

THAT INSTRUCTIONAL GRANTS FOR NON-CREDIT COURSES ALSO BE MADE AVAILABLE TO EACH REGIONAL CONTINUING EDUCATION COUNCIL.

THAT SPECIAL FINANCIAL INCENTIVES BE PROVIDED WHEN A NON-CREDIT COURSE OFFERING (A) HAS BEEN APPROVED BY THE REGIONAL CONTINUING EDUCATION COUNCIL AND (B) IS RELATED TO COMMUNITY OR SOCIAL PROBLEMS OR ISSUES.

THAT THE DEPARTMENT OF EDUCATION ALLOW COLLEGES TO APPLY FOR SPECIAL CONTINUING EDUCATION GRANTS ON A "PROJECT PROPOSAL BASIS", PROVIDING SUCH PROPOSALS ARE ENDORSED BY THE REGIONAL CONTINUING EDUCATION COUNCIL.

D. Community Education and Development

One of the prime functions of education is to assist individuals and groups in the process of self-actualization by aiding them to identify, assess and fulfill their learning needs. To accomplish such ends, an innovative

approach is required. The college should provide social animators to work with such individuals and groups. There is a need to provide special status for these workers in the initial stages so that they may carry out imaginative plans and activities. The Task Force, therefore, recommends:

THAT A COMMUNITY EDUCATION AND DEVELOPMENT CAPACITY BE ESTABLISHED, WITH STAFF DIRECTLY RESPONSIBLE TO A STANDING COMMITTEE OF COLLEGE COUNCIL.

E. Student Services

The Task Force recognizes that many citizens encounter problems related to housing, nutrition, child care, counselling, medical care and transportation. It also recognizes that services to students must be placed in a wider societal context and a sense of priorities whereby those in greatest need are assisted. Within this context, the Task Force views the provision of a broad range of services as essential to the education process. The Task Force recommends:

THAT THE DEPARTMENT OF EDUCATION TAKE THE INITIATIVE IN DEVELOPING UNIFORM POLICIES DEALING WITH ESSENTIAL AND DESIRABLE STUDENT SERVICES. IN EVOLVING SUCH POLICIES, THE DEPARTMENT SHOULD CONSIDER FINANCIAL AID, HOUSING, DAY CARE PROVISIONS, FOOD SERVICES, STUDY SKILLS PROGRAMMES, MEDICAL SERVICES, EDUCATIONAL INFORMATION AND COUNSELLING SERVICES.

The Task Force considers that student services in virtually every college need strengthening in staffing, funding and facilities, and so recommends:

THAT COLLEGES ENSURE THE INTEGRATION OF STUDENT SERVICES, AND MAKE PROVISION FOR INCREASED STAFFING, FUNDING AND FACILITIES FOR THESE SERVICES.

The Task Force supports the approach of the Student Aid Committee of the Department of Education in developing a student aid policy which would minimize the need for substantial student loans and emphasize the use of student grants to those who are in greatest need. It also supports the new government policy of giving aid to part-time students. The objective of these programmes must be to provide opportunities for all who can benefit regardless of their economic background.

The Task Force recommends:

THAT A COMPREHENSIVE FINANCIAL AID PROGRAMME BE ESTABLISHED SO THAT NO STUDENT IS DENIED EDUCATION THROUGH LACK OF FUNDS.

The Task Force recognizes that housing problems of students are shared by the population generally, and therefore recommends:

THAT STUDENT HOUSING NOT BE SEPARATED FROM THAT OF PEOPLE IN OTHER SOCIAL ROLES AND THAT A POLICY OF MIXED STUDENT-COMMUNITY HOUSING BE FOLLOWED.

While this is the most desirable approach, use of motel and other rental accommodation for short-term purposes is yet another alternative which should be investigated.

College students enrolled at central campuses often face transportation problems between their place of residence and campus locations. Other students who wish to take programmes offered only at specific campuses must move from their home towns and find room and board near the college facilities. The Task Force recommends:

THAT THE DEPARTMENT OF EDUCATION ESTABLISH UNIFORM POLICIES ON EQUALIZATION GRANTS IN THE FORM OF TRAVEL AND BOARDING ALLOWANCES FOR FULL-TIME STUDENTS LIVING BEYOND AREAS SERVED BY COLLEGE FACILITIES;

and further,

THAT COLLEGE COUNCILS ENSURE THAT ADEQUATE TRANSPORTATION SERVICES EXIST FOR STUDENTS WHO LIVE WITHIN A COMMUNITY WHERE THERE ARE COLLEGE FACILITIES.

It was noted that some colleges make inadequate provision for student food services. In some cases, food service and nutritional quality of food provided is the subject of considerable criticism. The Task Force recommends:

THAT COLLEGE COUNCILS BE MADE RESPONSIBLE FOR THE QUALITY OF FOOD AND ADEQUACY OF SERVICE.

The Task Force perceived the need to extend educational counselling services into the community, and so recommends:

THAT COLLEGE COUNSELLING RESOURCES BE MADE AVAILABLE TO ALL CITIZENS OF A REGION.

In this way the colleges could play an important role in the provision of more complete educational counselling services.

The Task Force shares the concerns of students regarding the confidentiality of information in student files and records. It believes such information to be a private matter between the student and the college. The Task Force recommends:

THAT INFORMATION IN STUDENT FILES BE CONSIDERED PRIVATE INFORMATION TO BE MADE AVAILABLE TO THOSE OUTSIDE THE COLLEGE ONLY WITH THE CONSENT OF THE STUDENT.

In order to assist both full-time and part-time students with children to further their learning opportunities, the Task Force recommends:

THAT EACH COLLEGE PROVIDE CHILD CARE FACILITIES TO MEET THE NEEDS OF PART-TIME AND FULL-TIME STUDENTS.

F. Extra-Curricular Activities

The Task Force believes that education is a continuous process and that it neither begins nor ends in the classroom. Meritorious service by students to the college or its community should be recognized and recorded in the files of students.

G. Admissions Policy

The Task Force observed the existence of flexible, open-door admissions policies in the colleges of British Columbia. The Task Force also noted, however, that considerable variation exists from college to college which results in some inequalities. The Task Force, therefore, recommends:

THAT ADMISSIONS POLICIES BE STANDARDIZED FOR ALL COLLEGES.

Anyone over the age of 18 should be admissible, as should anyone who has secondary school graduation or its equivalent. Persons who do not meet these requirements may be admitted under special conditions. Any applicants who are refused admission shall have the right to appeal to a broadly-based internal admissions committee of the college. The selection of students for programmes with limited enrollment, where all candidates have the minimum admission requirements, should be made on a first come, first served basis.

H. Fee Structure

The Task Force became increasingly aware of inequities in the student fee structure and, therefore, recommends:

THAT THERE BE A RE-ASSESSMENT OF THE FEE STRUCTURE OF THE TOTAL POST-SECONDARY SYSTEM TO ENSURE EQUITABLE TREATMENT IN ALL PROGRAMME AREAS OF THE EDUCATION SYSTEM.

I. Worker Study-Leave

Worker study-leave legislation, which enables industrial workers to receive study-leave for educational purposes, is in operation in West Germany and France. Such schemes appear to help bring the concept of life-long learning a step closer to realization and the Task Force, therefore, recommends:

THAT THE DEPARTMENT OF EDUCATION INITIATE A FEASIBILITY STUDY OF WORKER STUDY-LEAVE FOR BRITISH COLUMBIA.

J. Professional Development

The colleges of British Columbia must continually strive to improve the quality of instruction and seek to ensure high standards in their educational endeavours. In a rapidly changing society, the need for college personnel to keep pace with the knowledge explosion and the new technologies is of paramount importance. Professional development can take place in a variety of ways: by further training at appropriate agencies; by returning to industry; by exchanges and by study-leave. The principle of life-long learning which the colleges should encourage in the community should find expression in college personnel policies. The Task Force recommends:

THAT EACH COLLEGE ACTIVELY PROMOTE THE PROFESSIONAL DEVELOPMENT OF ITS MEMBERS.

K. College Hiring Policy

Special emphasis must be given in the coming years to creating employment opportunities in the college system for more Canadians. The Task Force recommends:

THAT PRIORITY BE GIVEN TO THE EMPLOYMENT OF CANADIAN CITIZENS WITHIN THE COLLEGE SYSTEM.

During its visits to the colleges, the Task Force became concerned about the fact that very few women are employed in administrative or instructional roles in the colleges and, therefore, recommends:

THAT A CONCERTED EFFORT BE MADE TO ESTABLISH POLICIES TO INCREASE THE NUMBER OF WOMEN HIRED BY COLLEGES SO THAT THE SEX RATIO OF COLLEGE PERSONNEL AT ALL LEVELS WILL BETTER REFLECT THE BALANCE BETWEEN MEN AND WOMEN IN THE LABOUR FORCE.

L. Bargaining Relationships

The Labour Code of British Columbia covers all employees in the Province except certain designated employees and others covered by Federal legislation. Provincial government employees are covered by the Public Service Staff Relations Act. Employees of some colleges already are certified for collective bargaining purposes, and this right should be included in a new College Act.

Therefore, the Task Force recommends:

THAT ALL EMPLOYEES OF COMMUNITY COLLEGES BE COVERED BY THE LABOUR CODE OF BRITISH COLUMBIA.

This would allow employees of a college to elect to seek certification if they so desire.

* * *

The Task Force has attempted to produce a working paper which will engender discussion about the nature and functions of British Columbia's Community Colleges in the future. It is the Task Force's hope that many citizens will take the opportunity of participating in this discussion. Some may wish to present statements or briefs at the Task Force hearings, others may wish to submit their views by letter. To make your views known, or to receive more copies of this working paper, please contact:

Task Force on the Community College,
Department of Education,
Parliament Buildings,
Victoria, B.C.

V

SUMMARY OF RECOMMENDATIONS

A. Regions

1. THAT EVERY AREA OF THE PROVINCE BE INCLUDED IN A COLLEGE REGION. Page 5

2. THAT BRITISH COLUMBIA'S COLLEGES SERVE AS REGIONAL EDUCATIONAL RESOURCE CENTRES IN REGARD TO COUNSELLING, MEDIA- COMMUNICATIONS, EVALUATION, COMMUNITY EDUCATION AND DEVELOPMENT, AND CONTINUING EDUCATION. Page 5

3. THAT COMMUNITY COLLEGE BOUNDARIES BE BASED ON SCHOOL DISTRICT BOUNDARIES. Page 5

4. THAT THERE BE AT LEAST THREE AREAS OF NEW COLLEGE DEVELOPMENT: THE EAST KOOTENAY, THE NORTHWESTERN REGION AND THE NORTHEASTERN REGION. Page 5

5. THAT SERIOUS CONSIDERATION BE GIVEN TO THE DEVELOPMENT OF A NEW COLLEGE FOR THE BURGEONING POPULATION OF THE RICHMOND-DELTA AREA. CONSIDERATION MUST ALSO BE GIVEN TO DEVELOPING SMALLER AND ADMINISTRATIVELY SIMPLER COLLEGE STRUCTURES TO SERVE THE PEOPLE OF VANCOUVER. Page 6

B. Finance

1. THAT 100% FUNDING BY THE PROVINCIAL TREASURY OF CAPITAL COSTS BE CONTINUED. Page 6

2. THAT A NOMINAL AND PROVINCIALLY UNIFORM STUDENT FEE STRUCTURE BE ESTABLISHED (EXCEPTION: ITEMS IN RECOMMENDATION FOLLOWING). Page 6

3. THAT THE BALANCE OF OPERATING COSTS BE FUNDED BY THE PROVINCIAL TREASURY. Page 6

4. THAT ALL EDUCATION, UP TO AND INCLUDING GRADE 12, BE FREE TO BRITISH COLUMBIA RESIDENTS. SUCH A POLICY WOULD MEAN THAT THE COSTS OF ALL COLLEGE PREPARATION COURSES AND OTHER UPGRADING PROGRAMMES, PRESENTLY WITH FEES, WOULD BECOME TUITION-FREE. Page 6

5. THAT THE PROVINCIAL GOVERNMENT CONTINUE TO PRESS THE FEDERAL GOVERNMENT TO INCREASE ITS CONTRIBUTION TO SUCH PROGRAMMES AS ENGLISH LANGUAGE TRAINING TO MAKE THEM TUITION-FREE. Page 6

6. THAT ALL CITIZENS 65 YEARS OF AGE AND OLDER AND ALL THOSE WHO QUALIFY FOR MINCOME MAY ENROL IN ANY COLLEGE PROGRAMME TUITION-FREE. Page 6

Budgeting

1. THAT THE PERIOD OF TIME BETWEEN INITIATION OF THE ANNUAL BUDGET TO FINAL APPROVAL BE KEPT TO A MINIMUM AND NO LONGER THAN SIX MONTHS. Page 7

2. THAT THE APPROVAL OF BUDGETS BE NO LATER THAN FEBRUARY 15 FOR THE ENSUING FISCAL YEAR. Page 7

3. THAT THE FINANCE DIVISION OF THE DEPARTMENT OF EDUCATION BE STAFFED TO PROVIDE A MORE ADEQUATE EXAMINATION OF PROVISIONAL BUDGETS BEFORE RETURNING THEM TO COLLEGES FOR REVIEW. Page 7

4. THAT THE PREVIOUS YEAR'S BUDGET BE USED ONLY FOR COMPARISON OF COURSES BEING MAINTAINED, BUT THAT NEW COURSES OR PROGRAMMES BE CONSIDERED ADDITIONS TO COLLEGE OFFERINGS AND SO SUPPORTED BY ADDITIONAL BUDGETARY COMMITMENTS. Page 7

5. THAT THE BUDGETARY PROCESS BE SUFFICIENTLY FLEXIBLE TO ALLOW FOR DRASTIC CHANGES IN ENROLMENT PATTERNS. Page 7

6. THAT THE DEPARTMENT OF EDUCATION INVESTIGATE THE FEASIBILITY OF INTRODUCING AN APPROPRIATE PROGRAMME BUDGETING SYSTEM FOR THE COLLEGES. Page 7

C. Governance - Council and Internal

1. THAT COLLEGES BE GRANTED CORPORATE STATUS. Page 8

2. THAT THE COUNCIL BE RESPONSIBLE FOR DETERMINING POLICIES IN THE FOLLOWING AREAS: Page 8

PROVISION AND MAINTENANCE OF PHYSICAL FACILITIES.

APPOINTMENT OF AND NEGOTIATION WITH INSTRUCTIONAL AND OTHER STAFF.

ORGANIZATION, ADMINISTRATION, AND OPERATION OF INSTRUCTIONAL PROGRAMMES.

PREPARATION OF BUDGETS AND ADMINISTRATION OF FINANCES.

ALL OTHER MATTERS NECESSARY FOR THE BENEFIT AND ADVANCEMENT OF THE COLLEGE.

3. THAT WHERE CONDITIONS SO WARRANT THE LIEUTENANT-GOVERNOR-IN-COUNCIL DIRECT A PERSON WHOM HE APPOINTS TO MAKE AN INQUIRY INTO ANY MATTER RELATED TO THE ADMINISTRATION OR OPERATION OF A COLLEGE. Page 8

4. THAT A COUNCIL OF FIFTEEN MEMBERS, TWO-THIRDS OF WHOM REPRESENT THE WIDER COMMUNITY AND THE BALANCE REPRESENTING THE INTERNAL COLLEGE COMMUNITY, BE ESTABLISHED. OF THE FIVE REPRESENTING THE INTERNAL COLLEGE COMMUNITY, THE COMPOSITION SHOULD BE AS FOLLOWS: Page 9

   TWO REPRESENTING STUDENTS, ELECTED BY ALL STUDENTS.

   TWO REPRESENTING INSTRUCTORS, ELECTED BY ALL INSTRUCTORS.

   ONE REPRESENTING SUPPORT STAFF, ELECTED BY ALL SUPPORT STAFF.

   FIVE APPOINTED BY THE LIEUTENANT-GOVERNOR-IN-COUNCIL, UPON THE RECOMMENDATION OF COMMUNITY-BASED GROUPS, SUCH AS SCHOOL BOARDS, LABOUR, BUSINESS, SERVICE ORGANIZATIONS, AND COMMUNITY RESOURCE BOARDS.

   FIVE APPOINTED BY THE LIEUTENANT-GOVERNOR-IN-COUNCIL TO ENSURE THAT THE COUNCIL IS REPRESENTATIVE OF SOCIO-ECONOMIC ELEMENTS AND GEOGRAPHIC AREAS WITHIN A REGION.

5. THAT, AT THE DISCRETION OF THE MINISTER, SMALLER COLLEGES HAVE A COUNCIL COMPOSED OF NINE PEOPLE OF WHICH THREE WOULD COME FROM THE COLLEGE COMMUNITY, THAT IS, ONE STUDENT, ONE INSTRUCTOR AND ONE SUPPORT STAFF; THREE APPOINTED BY THE LIEUTENANT-GOVERNOR-IN-COUNCIL UPON THE RECOMMENDATION OF COMMUNITY-BASED GROUPS; AND THREE APPOINTED BY THE LIEUTENANT-GOVERNOR-IN-COUNCIL TO ENSURE THAT THE COUNCIL IS REPRESENTATIVE OF SOCIO-ECONOMIC ELEMENTS AND GEOGRAPHIC AREAS WITHIN A REGION.

6. THAT APPOINTMENTS BE MADE EFFECTIVE APRIL 1ST TO AVOID CHANGES IN COUNCIL DURING THE BUDGET PREPARATION PERIOD. Page 9

7. THAT A QUORUM REQUIRE A MAJORITY OF REPRESENTATIVES FROM THE WIDER COMMUNITY. Page 9

8. THAT AN HONORARIUM OF $50 PER MEETING, PLUS EXPENSES, BE PAID WITH A MAXIMUM ANNUAL HONORARIUM NOT TO EXCEED $2,000. Page 10

9. THAT EVERY COLLEGE COUNCIL ESTABLISH STANDING COMMITTEES ON FINANCE, PERSONNEL, AND PROGRAMME DEVELOPMENT. Page 10

10. THAT STANDING COMMITTEES ON CONTINUING EDUCATION, MEDIA-COMMUNICATIONS, EVALUATION, COUNSELLING, AND COMMUNITY EDUCATION AND DEVELOPMENT BE ESTABLISHED AND EXPANDED TO ACT AS REGIONAL COUNCILS, BY INCLUDING MEMBERSHIP FROM THEIR RELATED GROUPS. THE SENIOR COLLEGE OFFICIAL RESPONSIBLE IN EACH PROGRAMME AREA WOULD ACT AS THAT REGIONAL COUNCIL'S EXECUTIVE SECRETARY. THE CHAIRMAN WOULD BE CHOSEN BY PARTICIPATING MEMBERS. Page 10

11. THAT EACH COLLEGE HAVE A CHIEF EXECUTIVE OFFICER TO ADVISE THE COUNCIL ON ALL MATTERS PERTAINING TO THE OPERATION OF THE COLLEGE, GENERALLY SUPERVISE THE INSTRUCTIONAL, ADMINISTRATIVE, AND OTHER STAFF, AND PERFORM OTHER ASSOCIATED DUTIES ASSIGNED BY THE COUNCIL. Page 10

12. THAT EACH COLLEGE HAVE A BURSAR WHO WILL KEEP THE ACCOUNTS OF THE COLLEGE, SERVE AS SECRETARY TO THE COLLEGE COUNCIL, AND PERFORM OTHER ASSOCIATED DUTIES ASSIGNED BY THE COUNCIL.

13. THAT BECAUSE OF THE UNIQUE POSITION AND RESPONSIBILITIES OF THE CHIEF ADMINISTRATIVE OFFICER OF VOCATIONAL AND TRADES TRAINING WITHIN A COLLEGE, THE APPOINTMENT OF THIS OFFICER BE MADE IN CONSULTATION WITH THE DEPARTMENTS OF LABOUR AND EDUCATION. Page 10

Internal Governance

1. THAT THE COLLEGE COUNCILS BE CHARGED WITH THE RESPONSIBILITY OF ESTABLISHING A DEMOCRATIC SYSTEM OF INTERNAL GOVERNANCE ENSURING EFFECTIVE INVOLVEMENT BY ALL ELEMENTS OF THE INTERNAL COLLEGE COMMUNITY IN THE DECISION-MAKING PROCESS. Page 11

D. College-Department Relations

1. THAT THE FIRST PRIORITY OF THE DEPARTMENT OF EDUCATION SHOULD BE TO STRENGTHEN ITS CAPACITY SO THAT IT MAY RESPOND MORE EFFECTIVELY TO PROVINCIAL AND LOCAL COLLEGE NEEDS. Page 12

2. THAT THE DEPARTMENT OF EDUCATION ESTABLISH AN ADVISORY COMMITTEE ON COLLEGES WHICH MIGHT BE COMPOSED OF REPRESENTATIVES FROM THE COLLEGE COMMUNITY. A STANDING SUB-COMMITTEE OF THIS ADVISORY COMMITTEE WOULD DEAL WITH COLLEGE-UNIVERSITY ARTICULATION, AND THE CHAIRMAN OF THAT SUB-COMMITTEE SHOULD BECOME A MEMBER OF ANY UNIVERSITY INTERBODY. Page 12

3. THAT THE DEVELOPMENT OF CAREER, VOCATIONAL AND TECHNICAL PROGRAMMES BE ACCELERATED TO PROVIDE GREATER OPPORTUNITY FOR TRAINING TO MEET THE DIVERSE NEEDS OF BRITISH COLUMBIA. Page 12

E. College-University Relations

1. THAT A STANDING SUB-COMMITTEE OF THE ADVISORY COMMITTEE ON COLLEGES BE ESTABLISHED BY THE DEPARTMENT OF EDUCATION TO DEAL WITH COLLEGE TRANSFER PROGRAMMES AND FACILITATION OF UNIVERSITY OFF-CAMPUS CREDIT AND NON-CREDIT PROGRAMMES. Page 12

2. THAT COLLEGES PLAY A FACILITATING ROLE BY ASSISTING IN THE ACQUISITION OF FACILITIES AND PROVISION OF PUBLICITY FOR THOSE UNIVERSITY PROGRAMMES WHICH THE COLLEGES HAVE NO RESPONSIBILITY TO OFFER. Page 13

3. THAT COLLEGES SERVE AS REGIONAL RESOURCE AND TUTORIAL CENTRES FOR THOSE ENGAGED IN CORRESPONDENCE COURSES AND OTHER INDEPENDENT STUDY PROGRAMMES OFFERED BY OTHER PUBLIC POST-SECONDARY INSTITUTIONS IN BRITISH COLUMBIA. Page 13

SPECIAL AREAS OF CONCERN

A. New College Development

1. THAT A NEW COLLEGE BE DEVELOPED IN THE NORTHEASTERN REGION OF BRITISH COLUMBIA. Page 14

2. THAT A NEW COLLEGE BE DEVELOPED IN THE NORTHWESTERN REGION OF BRITISH COLUMBIA. Page 14

3. THAT A COMMUNITY COLLEGE BE DEVELOPED IN THE EAST KOOTENAY. Page 15

4. THAT SELKIRK COLLEGE BE MAINTAINED AS A COMPREHENSIVE COMMUNITY COLLEGE. Page 15

5. THAT THE DEPARTMENT OF EDUCATION HIRE COLLEGE DEVELOPERS TO ASSIST THE PEOPLE IN THE NORTHEASTERN, NORTHWESTERN, AND EAST KOOTENAY REGIONS IN ESTABLISHING COLLEGE ADVISORY COMMITTEES, WITH ASSOCIATED LOCAL COMMITTEES IN THE MAJOR CENTRES, TO MAKE RECOMMENDATIONS BY THE SPRING OF 1975 ABOUT SUCH MATTERS AS PROGRAMME PRIORITIES, COLLEGE STAFFING, AND COUNCIL REPRESENTATION. Page 15

Colleges Facilities Development

1. THAT THE COLLEGE DEVELOPMENT PROCESS PROVIDE FOR THE ESTABLISHMENT OF SATELLITE FACILITIES SIMULTANEOUSLY WITH THE GROWTH OF CORE FACILITIES TO ENSURE MORE EQUAL DISTRIBUTION OF EDUCATIONAL OPPORTUNITIES. Page 15

2. THAT THE DEPARTMENT OF EDUCATION ESTABLISH POLICY ON OPTIMUM COLLEGE SIZE RELATED TO THE FUNCTIONS AND PHILOSOPHY OF BRITISH COLUMBIA'S COLLEGES. Page 15

B. College Role In Media-Communciations

1. THAT THE DEPARTMENT OF EDUCATION CO-OPERATE WITH THE PROVINCIAL DEPARTMENT OF COMMUNICATIONS IN THE DEVELOPMENT OF AN EDUCATIONAL MEDIA-COMMUNICATIONS POLICY. Page 16

2. THAT A CO-ORDINATING COMMITTEE OF REPRESENTATIVES FROM ALL PUBLIC EDUCATION INSTITUTIONS BE FORMED TO GAIN INITIAL AGREEMENT ON PRODUCTION AND USE OF ANY PROGRAMMES. Page 16

3. THAT PROGRAMME PRIORITIES IN AREAS UNIQUE TO THE PROVINCE RELATED TO FORESTRY, FISHERY OR OTHER SPECIAL INDUSTRIES AND INDIAN CULTURE BE ESTABLISHED. Page 16

4. THAT SUITABLE MATERIALS WHICH CAN BE PRODUCED MORE ECONOMICALLY ELSEWHERE BE OBTAINED ELSEWHERE. Page 16

5. THAT THE COLLEGES HAVE CAPACITY TO PRODUCE LOWER COST PROGRAMME MATERIALS AS WELL AS PROGRAMMES CONTRACTED FOR BY SURROUNDING SCHOOL BOARDS. Page 16

6. THAT COLLEGES MAKE GREATER USE OF FREE PUBLIC SERVICE TIME ON RADIO, TELEVISION AND CABLE-VISION SYSTEMS IN THEIR REGIONS. Page 16

7. THAT COLLEGES BE THE DISTRIBUTION CENTRES BY WHICH SURROUNDING SCHOOL DISTRICTS AND COMMUNITY EDUCATION ORGANIZATIONS MAY BE MORE EFFICIENTLY AND EFFECTIVELY SERVED. Page 16

8. THAT A GOVERNMENT INTER-DEPARTMENTAL COURIER SERVICE BE DEVELOPED FOR DISTRIBUTION OF EDUCATIONAL MATERIALS SUCH AS FILM, VIDEO TAPES AND INTER-LIBRARY LOANS AND THAT COMMUNITY COLLEGES BE THE REGIONAL DISTRIBUTION CENTRES FOR SUCH A SYSTEM. Page 17

9. THAT THE DEPARTMENT OF EDUCATION CO-OPERATE WITH THE DEPARTMENT OF COMMUNICATIONS IN DEVELOPING A PROVINCIAL TELECOMMUNICATION-COMPUTER POLICY TO MAXIMIZE USE OF COSTLY EQUIPMENT. Page 17

10. THAT THE FEASIBILITY OF A CITIZEN ACCESS POLICY WHEREBY EDUCATIONAL COMMUNITY GROUPS WOULD RECEIVE FREE AND REASONABLE ACCESS TO EDUCATIONAL RESOURCES BE STUDIED. Page 17

11. THAT THE DEPARTMENT OF EDUCATION CO-OPERATE FULLY WITH THE LIBRARY DEVELOPMENT COMMISSION TO STUDY THE POSSIBILITY OF USING PUBLIC LIBRARIES FOR CONTINUING EDUCATION PURPOSES. Page 17

C. Continuing Education

1. THAT A PROVINCIAL CONTINUING EDUCATION ADVISORY COMMITTEE BE ESTABLISHED TO ADVISE THE DEPARTMENT OF EDUCATION ON THE NEEDS FOR CONTINUING EDUCATION. Page 17

2. THAT EACH COLLEGE COUNCIL ESTABLISH A STANDING COMMITTEE TO SERVE AS THE REGIONAL CONTINUING EDUCATION COUNCIL. Page 18

3. THAT THE INDIRECT COSTS (I.E. ALL NON-INSTRUCTIONAL COSTS) OF CONTINUING EDUCATION BE BORNE 100% BY THE PROVINCIAL TREASURY. Page 18

4. THAT INSTRUCTIONAL GRANTS AVAILABLE TO OTHER EDUCATIONAL PROGRAMMES WITHIN COLLEGES BE MADE AVAILABLE ON AN EQUAL BASIS TO CONTINUING EDUCATION. Page 18

5. THAT THE AVERAGE CLASS SIZE QUALIFYING FOR CONTINUING EDUCATION INSTRUCTIONAL GRANTS BE BASED ON REALISTIC ASSESSMENT OF THE POPULATION OF THE AREA SERVED. Page 18

6. THAT INSTRUCTIONAL GRANTS FOR NON-CREDIT COURSES ALSO BE MADE AVAILABLE TO EACH REGIONAL CONTINUING EDUCATION COUNCIL. Page 18

7. THAT SPECIAL FINANCIAL INCENTIVES BE PROVIDED WHEN A NON-CREDIT COURSE OFFERING (A) HAS BEEN APPROVED BY THE REGIONAL CONTINUING EDUCATION COUNCIL AND (B) IS RELATED TO COMMUNITY OR SOCIAL PROBLEMS OR ISSUES. Page 18

8. THAT THE DEPARTMENT OF EDUCATION ALLOW COLLEGES TO APPLY FOR SPECIAL CONTINUING EDUCATION GRANTS ON A "PROJECT PROPOSAL BASIS", PROVIDING SUCH PROPOSALS ARE ENDORSED BY THE REGIONAL CONTINUING EDUCATION COUNCIL. Page 18

D. Community Education and Development

1. THAT A COMMUNITY EDUCATION AND DEVELOPMENT CAPACITY BE ESTABLISHED, WITH STAFF DIRECTLY RESPONSIBLE TO A STANDING COMMITTEE OF COLLEGE COUNCIL. Page 19

E. Student Services

1. THAT THE DEPARTMENT OF EDUCATION TAKE THE INITIATIVE IN DEVELOPING UNIFORM POLICIES DEALING WITH ESSENTIAL AND DESIRABLE STUDENT SERVICES. IN EVOLVING SUCH POLICIES, THE DEPARTMENT SHOULD CONSIDER FINANCIAL AID, HOUSING, DAY CARE PROVISIONS, FOOD SERVICES, STUDY SKILLS PROGRAMMES, MEDICAL SERVICES, EDUCATIONAL INFORMATION AND COUNSELLING SERVICES. Page 19

2. THAT COLLEGES ENSURE THE INTEGRATION OF STUDENT SERVICES, AND MAKE PROVISION FOR INCREASED STAFFING, FUNDING AND FACILITIES FOR THESE SERVICES. Page 19

3. THAT A COMPREHENSIVE FINANCIAL AID PROGRAMME BE ESTABLISHED SO THAT NO STUDENT IS DENIED EDUCATION THROUGH LACK OF FUNDS. Page 19

4. THAT STUDENT HOUSING NOT BE SEPARATED FROM THAT OF PEOPLE IN OTHER SOCIAL ROLES AND THAT A POLICY OF MIXED STUDENT-COMMUNITY HOUSING BE FOLLOWED. Page 20

5. THAT THE DEPARTMENT OF EDUCATION ESTABLISH UNIFORM POLICIES ON EQUALIZATION GRANTS IN THE FORM OF TRAVEL AND BOARDING ALLOWANCES FOR FULL-TIME STUDENTS LIVING BEYOND AREAS SERVED BY COLLEGE FACILITIES. Page 20

6. THAT COLLEGE COUNCILS ENSURE THAT ADEQUATE TRANSPORTATION SERVICES EXIST FOR STUDENTS WHO LIVE WITHIN A COMMUNITY WHERE THERE ARE COLLEGE FACILITIES. Page 20

7. THAT COLLEGE COUNCILS BE MADE RESPONSIBLE FOR THE QUALITY OF FOOD AND ADEQUACY OF SERVICE. Page 20

8. THAT COLLEGE COUNSELLING RESOURCES BE MADE AVAILABLE TO ALL CITIZENS OF A REGION. Page 20

9. THAT INFORMATION IN STUDENT FILES BE CONSIDERED PRIVATE INFORMATION TO BE MADE AVAILABLE TO THOSE OUTSIDE THE COLLEGE ONLY WITH THE CONSENT OF THE STUDENT. Page 20

10. THAT EACH COLLEGE PROVIDE CHILD CARE FACILITIES TO MEET THE NEEDS OF PART-TIME AND FULL-TIME STUDENTS. Page 21

G. Admissions Policy

1. THAT ADMISSIONS POLICIES BE STANDARDIZED FOR ALL COLLEGES. Page 21

H. Fee Structure

1. THAT THERE BE A RE-ASSESSMENT OF THE FEE STRUCTURE OF THE TOTAL POST-SECONDARY SYSTEM TO ENSURE EQUITABLE TREATMENT IN ALL PROGRAMME AREAS OF THE EDUCATION SYSTEM. Page 21

I. Worker Study-Leave

1. THAT THE DEPARTMENT OF EDUCATION INITIATE A FEASIBILITY STUDY OF WORKER STUDY-LEAVE FOR BRITISH COLUMBIA. Page 21

J. Professional Development

1. THAT EACH COLLEGE ACTIVELY PROMOTE THE PROFESSIONAL DEVELOPMENT OF ITS MEMBERS. Page 22

K. College Hiring Policy

1. THAT PRIORITY BE GIVEN TO THE EMPLOYMENT OF CANADIAN CITIZENS WITHIN THE COLLEGE SYSTEM. Page 22

2. THAT A CONCERTED EFFORT BE MADE TO ESTABLISH POLICIES TO INCREASE THE NUMBER OF WOMEN HIRED BY COLLEGES SO THAT THE SEX RATIO OF COLLEGE PERSONNEL AT ALL LEVELS WILL BETTER REFLECT THE BALANCE BETWEEN MEN AND WOMEN IN THE LABOUR FORCE. Page 22

L. Bargaining Relationships

1. THAT ALL EMPLOYEES OF COMMUNITY COLLEGES BE COVERED BY THE LABOUR CODE OF BRITISH COLUMBIA. Page 22

APPENDICES

A. Map and Table of Present and Proposed College Regions and Lists of School Districts.

B. Sites for May Hearings.

C. Information Regarding Presentation of Briefs and Statements.

C. List of Those Who Were Contacted by or Contacted the Task Force.

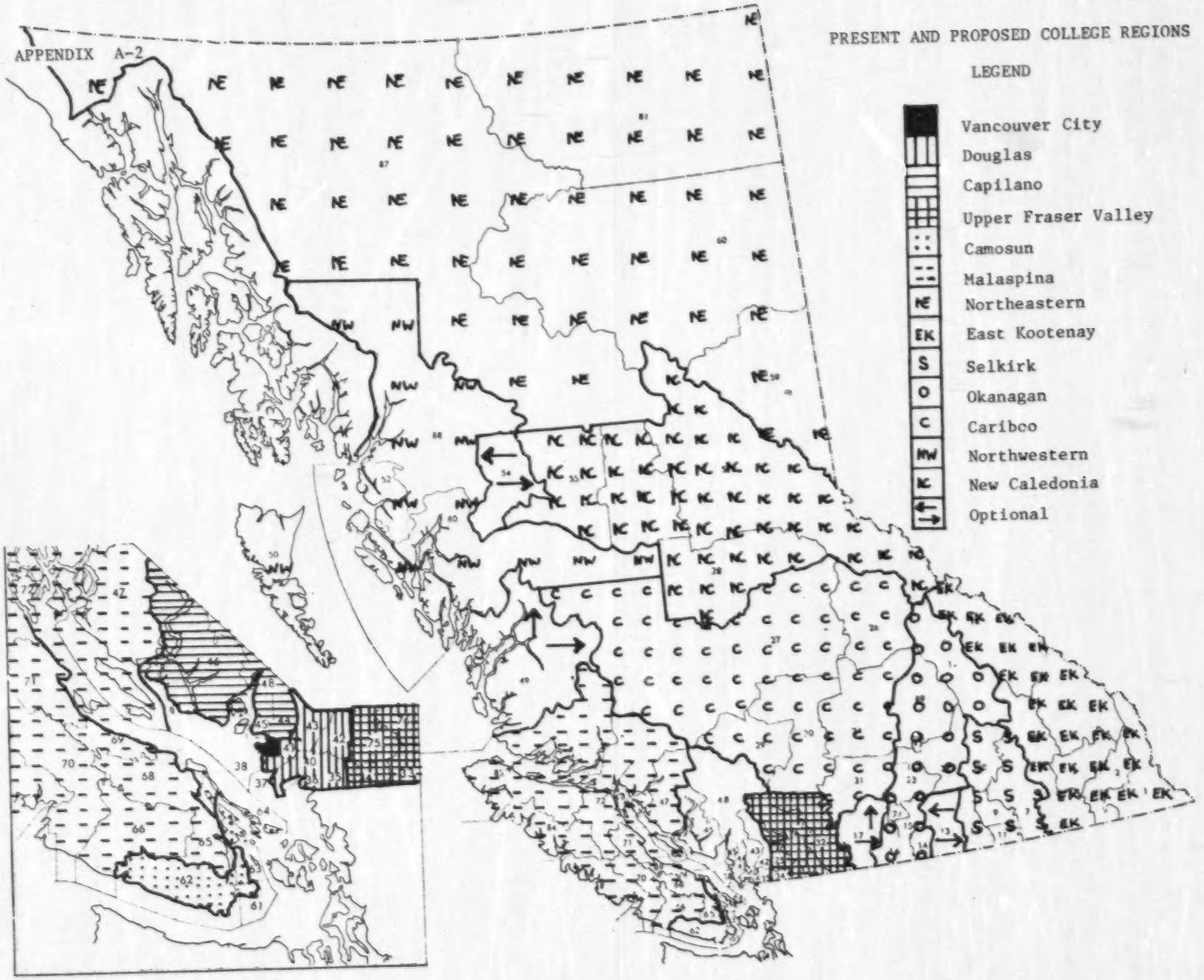
APPENDIX A-1

Map of Present and Proposed College Regions - Explanatory Note

The map shows the regions presently being served by the nine existing colleges. Included within their boundaries are the school districts that are either surrounded by or contiguous to, in the opinion of the Task Force, the most easily accessible college. In addition, the map identifies four new college districts; northwestern, to serve the north coastal area; northeastern, to serve the Peace River District and northern British Columbia; East Kootenay, to serve the southeastern part of British Columbia east of Kootenay Lake and Roger's Pass; and the upper Fraser Valley, to serve areas east of Haney and Langley.

The Task Force has identified at least four school districts where, in its opinion, the residents should be given the opportunity to decide which college region they wish to join. Arrows on the map identify the choices open to them. These school districts are No. 13 (Kettle Valley), No. 17 (Princeton), No. 49 (Ocean Falls), and No. 54 (Smithers). The latter district is presently part of the College of New Caledonia region. However, once a college to serve northwestern British Columbia is established, the residents of Smithers school district may find those college facilities more accessible.

APPENDIX A-2


PRESENT AND PROPOSED COLLEGE REGIONS
LEGEND
Vancouver City
Douglas
Capilano
Upper Fraser Valley
Camosun
Malaspina
NE Northeastern
EK East Kootenay
S Selkirk
O Okanagan
C Caribco
NW Northwestern
NC New Caledonia
Optional

APPENDIX A-3

PRESENT AND PROPOSED COLLEGE REGIONS

	College	Grade XII Enrollment 1971-72	Population 1971 Census	School Districts
* 1	Vancouver City	5,072	429,792	39
**				
* 2	Douglas	8,768	522,974	35, 36, 37, 38, 40, 41, 42, 43
**				
* 3	Capilano	2,605	145,630	44, 45, 46, 48
4	Upper Fraser Valley	1, 584	88,576	32, 33, 34, 75, 76
* 5	Camosun	3,055	203,587	61, 62, 63, 64
* 6	Malaspina	3,122	188,720	47, 65, 66, 68, 69, 70, 71, 72, 84, 85
7	Northeastern	648	43,255	59, 60, 81, 87
8	East Kootenay	856	57,514	1, 2, 3, 4, 18, 86
* 9	Selkirk	1,196	61,825	7, 9, 10, 11, 12
	↑ ↓	43	2,714	13 (Kettle Valley)
* 10	Okanagan	2,299	145,493	14, 15, 16, 19, 21, 22, 23, 77, 89
	↑ ↓	46	3,613	17 (Princeton)
* 11	Cariboo	1,452	96,037	24, 26, 27, 29, 30, 31
	↑ ↓	45	3,693	49 (Ocean Falls)
12	Northwestern	640	52,857	50, 52, 80, 88
	↑ ↓	179	10,752	54 (Smithers)
* 13	New Caledonia	1,368	95,468	28, 55, 56 57
	TOTALS	32,978	2,152,500	

* Present Colleges ** Please refer to page 6

APPENDIX A-6

BRITISH COLUMBIA SCHOOL DISTRICTS

1. Fernie
2. Cranbrook
3. Kimberley
4. Windermere
7. Nelson
9. Castlegar
10. Arrow Lakes
11. Trail-Rossland
12. Grand Forks
13. Kettle Valley
14. South Okanagan
15. Penticton
16. Keremeos
17. Princeton
18. Golden
19. Revelstoke
21. Armstrong
22. Vernon
23. Central Okanagan
24. Kamloops
26. North Thompson
27. Williams Lake
28. Quesnel
29. Lillooet
30. South Cariboo
31. Merritt
32. Hope
33. Chilliwack
34. Abbotsford
35. Langley
36. Surrey
37. Delta
38. Richmond
39. Vancouver
40. New Westminster
41. Burnaby
42. Maple Ridge
43. Coquitlam
44. North Vancouver
45. West Vancouver
46. Sechelt
47. Powell River
48. Howe Sound
49. Ocean Falls
50. Queen Charlotte
52. Prince Rupert
54. Smithers
55. Burns Lake
56. Nechako
57. Prince George
59. Peace River South
60. Peace River North
61. Greater Victoria
62. Sooke
63. Saanich
64. Gulf Islands
65. Cowichan
66. Lake Cowichan
68. Nanaimo
69. Qualicum
70. Alberni
71. Courtenay
72. Campbell River
75. Mission
76. Agassiz
77. Summerland
80. Kitimat
81. Fort Nelson
84. Vancouver Island West
85. Vancouver Island North
86. Creston-Kaslo
87. Stikine
88. Skeena-Cassiar
89. Shuswap

APPENDIX A-5

LIST OF COLLEGES SHOWING PARTICIPATING DISTRICTS

VANCOUVER CITY COLLEGE	No. 39 (Vancouver)
DOUGLAS COLLEGE	No. 35 (Langley)
	No. 36 (Surrey)
	No. 37 (Delta)
	No. 38 (Richmond)
	No. 40 (New Westminster)
	No. 41 (Burnaby)
	No. 42 (Maple Ridge)
	No. 43 (Coquitlam)
CAPILANO COLLEGE	No. 44 (North Vancouver)
	No. 45 (West Vancouver)
	No. 48 (Howe Sound)
CAMOSUN COLLEGE	No. 61 (Greater Victoria)
MALASPINA COLLEGE	No. 65 (Cowichan)
	No. 66 (Lake Cowichan)
	No. 68 (Nanaimo)
	No. 69 (Qualicum)
SELKIRK COLLEGE	No. 7 (Nelson)
	No. 9 (Castlegar)
	No. 10 (Arrow Lakes)
	No. 11 (Trail)
	No. 12 (Grand Forks)
OKANAGAN COLLEGE	No. 14 (Southern Okanagan)
	No. 16 (Keremeos)
	No. 19 (Revelstoke)
	No. 21 (Armstrong-Spallumcheen)
	No. 22 (Vernon)
	No. 23 (Kelowna)
	No. 77 (Summerland)
	No. 89 (Shuswap)
CARIBOO COLLEGE	No. 24 (Kamloops)
	No. 26 (Birch Island)
	No. 27 (Williams Lake)
	No. 29 (Lillooet)
	No. 30 (South Cariboo)
COLLEGE OF NEW CALEDONIA	No. 54 (Smithers)
	No. 55 (Burns Lake)
	No. 56 (Vanderhoof)
	No. 56 (Prince George)
	No. 28 (Quesnel)

APPENDIX B

SITES FOR MAY HEARINGS

ISLAND COAST TEAM

May	6	Nanaimo	11:00 a.m. - Kennedy Campus
		Nanaimo	3:00 p.m. - Wakesiah Campus
		Nanaimo	7:30 p.m.
	7	Port Alberni	2:00 p.m.
		Port Alberni	7:30 p.m.
	8	Port Hardy	12:00 noon
		Campbell River	4:00 p.m.
		Campbell River	7:30 p.m.
	9	Comox	2:00 p.m.
		Courtenay	7:30 p.m.
	10	Powell River	2:00 p.m.
		Powell River	7:30 p.m.
May	13	Bella Coola	7:30 p.m.
	14	Ocean Falls	7:30 p.m.
	15	Prince Rupert	4:00 p.m.
		Prince Rupert	7:30 p.m.
	16	Queen Charlotte City	7:30 p.m.
	17	Masset	7:30 p.m.
May	21	Terrace	10:00 a.m. - vocational school
		Terrace	7:30 p.m.
	22	Kitimat	10:00 a.m.
		Kitimat	7:30 p.m.
	23	Hazelton	2:00 p.m.
		Smithers	7:30 p.m.
May	27	Duncan	10:00 a.m.
		Victoria	2:00 p.m. - Interurban Campus
		Victoria	7:30 p.m. - Lansdowne Campus

NORTH - INTERIOR TEAM

May	6	Princeton	8:00 p.m.
	7	Merritt	1:00 p.m.
		Lillooet	8:00 p.m.
	8	Kamloops	1:00 p.m. - college
		Kamloops	8:00 p.m.
	9	Williams Lake	1:00 p.m.
		Quesnel	8:00 p.m.
	10	Prince George	1:00 p.m. - college
		Prince George	8:00 p.m.
May	13	Burns Lake	8:00 p.m.
	14	Vanderhoof	8:00 p.m.
	15	Chetwynd	8:00 p.m.
	16	Dawson Creek	1:00 p.m. - vocational school
		Dawson Creek	8:00 p.m.
	17	Fort Nelson	4:00 p.m.
		Fort St. John	8:00 p.m.

KOOTENAYS - OKANAGAN TEAM

May	6	Revelstoke	2:00 p.m.
		Golden	8:00 p.m.
	7	Fernie	8:00 p.m.
	8	Kimberley	2:00 p.m.
		Cranbrook	8:00 p.m.
	9	Creston	8:00 p.m.
	10	Nelson	2:00 p.m. - vocational school
		Nelson	8:00 p.m.

KOOTENAYS - OKANAGAN TEAM (CONTINUED)

May 13	Castlegar	10:00 a.m.	college
	Castlegar	2:00 p.m.	college
	Trail	8:00 p.m.	
14	Grand Forks	10:00 a.m.	
	Osoyoos	2:00 p.m.	
	Oliver	8:00 p.m.	
15	Penticton	2:00 p.m.	
	Penticton	8:00 p.m.	
16	Kelowna	10:00 a.m.	college
	Kelowna	2:00 p.m.	college
	Vernon	8:00 p.m.	
17	Vernon	10:00 a.m.	college
	Salmon Arm	2:00 p.m.	college
	Salmon Arm	8:00 p.m.	

LOWER MAINLAND TEAM

May 21	Langley	8:00 p.m.	
	Haney	8:00 p.m.	
	Maple Ridge	8:00 p.m.	
22	Richmond	10:00 a.m.	college
	Richmond	2:00 p.m.	college
	Richmond	8:00 p.m.	
	New Westminster	10:00 a.m.	college
	New Westminster	2:00 p.m.	college
	New Westminster	8:00 p.m.	
	Surrey	10:00 a.m.	college
	Surrey	2:00 p.m.	college
	Surrey	8:00 p.m.	
23	Burnaby North	8:00 p.m.	
	Burnaby South	8:00 p.m.	
	Coquitlam	8:00 p.m.	
24	North Vancouver	10:00 a.m.	Lynnmour Campus
	North Vancouver	2:00 p.m.	Lynnmour Campus
	North Vancouver	8:00 p.m.	
	Delta	8:00 p.m.	

LOWER MAINLAND TEAM (CONTINUED)

May 27	Vancouver	10:00 a.m.	Langara Campus
	Vancouver	2:00 p.m.	
	Vancouver	10:00 a.m.	Vancouver Vocational Institute
	Vancouver	2:00 p.m.	
	Vancouver	10:00 a.m.	Special Programmes Division
	Vancouver	2:00 p.m.	
	Vancouver East	8:00 p.m.	
	Vancouver South	8:00 p.m.	
	Vancouver West	8:00 p.m.	
May 28	Provincial Hearings	10:00 a.m.	Vancouver Public Library, Room 301, 750 Burrard
	Provincial Hearings	2:00 p.m.	
29	Provincial Hearings	10:00 a.m.	
	Provincial Hearings	2:00 p.m.	
30	Provincial Hearings	10:00 a.m	
	Provincial Hearings	2:00 p.m.	

Several members will visit Atlin in early June.

APPENDIX C

INFORMATION REGARDING PRESENTATION OF BRIEFS AND STATEMENTS

FORMAT: Individuals or groups which have submitted briefs prior to April 26th may supplement or highlight their written submission for a period of 5 minutes. An additional 10 minutes may be used for related discussion.

After all briefs have been presented, oral presentations will be received. The above time limits will pertain.

It is hoped that hearings in smaller centres will be of a more informal nature than that possible in larger meetings.

GUIDELINES FOR SUBMISSION OF BRIEFS: Briefs are invited from educational institutions, private organizations and individuals. It is hoped the following guidelines will be of assistance in preparing a brief:

STYLE: Typed, double spaced.

FORMAT: Cover page to include:
1. Name of organization/individual.
2. Address/telephone number.
3. Author or spokesperson.

Synopsis or abstract not more than one page.

Body of brief.

Recommendations.

SYNOPSIS: Each brief, if lengthy, should contain a synopsis (not to exceed one page, single spaced) on the inside leaf.

RECOMMENDATIONS: Any recommendations should be numbered and may be summarized at the end of the brief. See Suggested Headings below.

GENERAL: Any organization or individual that wishes to submit a brief should be prepared to send forward 14 copies at their expense. Submission of a brief is not a prerequisite to attendance.

TIMING: Briefs must be submitted to the Task Force on the Community College, Department of Education, Parliament Buildings, Victoria, British Columbia, by April 26th, 1974.

April 19th, 1974 is the last day to indicate a desire to present a brief at the Task Force public hearings in May.

SUGGESTED HEADINGS: Briefs from institutions, private organizations and individuals might best be dealt with using the following headings:

1. Role and Function of a College.
2. Regions.
3. Finance.
4. Governance - Council and Internal.
5. College - Department of Education Relations.
6. College - University Relations.
7. Special Areas of Concern.

APPENDIX D

List of Those Who Were Contacted by or Contacted the Task Force

BODIES

1. British Columbia Association for continuing Education
2. British Columbia Association of Continuing Education Administrators
3. British Columbia Association of Student Unions
4. British Columbia Construction Association
5. College Audio-Visual Association
6. College Counsellors - Individual Group
7. College Faculties' Federation
8. College Librarians Association
9. College Science Teachers - Individual Group
10. College Student Service Administrators
11. Department of Education
12. Department of Labour
13. Society of Vocational Instructors of British Columbia
14. Student Aid Committee - Department of Education
15. Provincial Community School Team
16. Provincial Education Committee, New Democratic Party
17. University Governance Committee
18. Vocational Instructors' Association

INDIVIDUALS

1. Dr. Jack Blaney, Centre for Continuing Education, U.B.C.
2. Mrs. Audrey Campbell, Centre for Continuing Education, U.B.C.
3. Mr. Benrard Gillie, University of Victoria
4. Dr. John Dennison, Faculty of Education, U.B.C.
5. Mr. Brain Maracle, Non-Status Indian Association
6. Mr. Sandy McElroy, Vancouver City College
7. Mr. Gary Nixon, Ideal Free School
8. Dr. Peter Oberlander, U.B.C.
9. Dr. Alan Thomas, Adult Education Department, OISE, University of Toronto

The Task Force also made use of briefs from groups, such as:

1. The ad hoc Committee on College Governance
2. British Columbia Teachers' Federation
3. The College Principals
4. Administrative Groups of Douglas and Vancouver City Colleges.

UNIVERSITY OF CALIF.
LOS ANGELES

AUG 2 1974

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

NOTES

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